

Abbey Schools

Marking and Feedback Policy

Date of Issue: November 2023

To be Reviewed: November 2024

Aims

Through the process of marking we aim to;

- Provide regular clear and consistent feedback to children about the strength and areas for development in their work.
- Recognise, encourage reward and challenge children's effort and progress.
- Focus teachers on those areas of learning where groups and individuals need specific help.
- Allow time for pupils to read and absorb comments to enable them to reach long term goals and targets.
- Help parents understand strengths and areas for development in children's work

Methods of Marking

There are many and varied ways of communicating a response to a child's performance. The nature of the mark or comment that a teacher uses in relation to a piece of work will vary depending on the activity undertaken. All feedback must be meaningful and supportive.

1. Verbal feedback (VF)

Marking in the presence of the child is beneficial and discussion between teacher and pupils is important. We use and value verbal feedback, as well as written comments in books. A crucial part of verbal feedback involves the use of questions to judge pupil understanding and to steer the learning process.

2. Whole class feedback

Whole class feedback is where the teacher identifies common errors in a piece of work and then in the next lesson gives the whole class feedback about how they can improve their work. The children then edit their work and make improvements. More information regarding whole class feedback can be found in Appendix 1 and from September 2021, all classes (Y3- Y6) have a whole class feedback folder which they will use to record feedback.

In Y1, children work in smaller groups to complete tasks. Children are given instant feedback on their work, during the lesson and after the completion of their task. This instant feedback has a much greater impact on progress than it would with a whole class feedback style of teaching.

In Y2, children are given instant feedback on their work during the lesson, or immediately after the completion of the task. The instant/individual feedback has a much greater impact on progress due to the maturity of the children at the beginning of the year. Whole class feedback is introduced in Y2 so the children are ready for their transition to Y3.

For these reasons, teachers in Y1 and Y2 do not follow the school marking and feedback policy of completing a feedback sheet at the end of the lesson as the verbal feedback has already been delivered to the children to maximise progress.

3. Self-marking and peer marking/feedback

In some circumstances children are invited to comment on their own work and comment constructively on each other's work. For these strategies to be most effective the teacher must model the marking process to the rest of the class.

4. Written comments

Feedback must be in relation to specific learning objectives and success criteria and it is essential to give learners time to act upon or consolidate feedback comments. Marking is only of value if comments are read and responded to. Quality feedback should inform future planning in order to address any gaps in understanding.

The school's handwriting policy is modelled at appropriate opportunities by staff.

To ensure consistency across school positive comments/feedback will be written/highlighted in pink and the colour green (for growth) will indicate where improvements are required. It is expected that children will carry

out the process of editing their own work in an age appropriate manner. This might be in response to teacher comments or marking, as a result of reviewing work against success criteria or through peer marking.

It is not appropriate for feedback to be given in the same way in all subjects. The type of feedback must fit the subject area.

Marking Code

Reception

All marking

- Immediate marking, either photographed or written
- Green corrections to be done at the time of the session
- Marked in pink pen

Y1

Writing

- Underline anything that counts towards the NC in pink highlighter.
- Underline errors or corrections in green highlighter - these must be corrected and ticked singularly to show it is done correctly.

Maths

- Single tick correct answers in pink pen
- Some incorrect answers dotted in green pen and corrected. Single pink pen tick to show acceptance it is now correct
- Some numbers written backwards to be picked up. Teacher to use green highlighter for children to trace.

Foundation

- Tick in pink pen
- The following lesson targeted children and misconceptions are picked up in the sticky knowledge section of the lesson.

Y2

Writing

- Underline anything that counts towards the NC in pink highlighter.
- Underline errors or corrections in green highlighter.
- Some corrected spellings written in green for children to copy and trace.
- Children will receive weekly verbal feedback and this may vary between live feedback or follow up activities.
- If a child has been supported an S in a green circle will be written, if a child has needed an intervention after lesson then int will be written in green, otherwise work will be seen as independent.

Maths

- Single tick correct answers in pink pen/pencil
- Some incorrect answers highlighted in green pen and corrected. Single pink pen tick to show acceptance is now correct.
- Some numbers written backwards to be picked up. Teacher to use green highlighter for children to trace.

Foundation

- Tick in pink pen
- The following lesson targeted children and misconceptions are picked up in the sticky knowledge section of the lesson.

KS2

Teachers mark in pink and children edit/correct work in green.

Writing

- Some corrected spellings written for children to find in their work. Some incorrect spellings in work underlined for children to use a dictionary to find and correct independently.
- Children will receive weekly verbal feedback and this may vary between live feedback or follow up activities.
- If a child has been supported an S in a circle will be written.
- If verbal feedback is given a VF will be written.

Maths

- Incorrect answers dotted in pink
- If a child has been supported an S in a circle will be written.
- If verbal feedback is given, VF will be written.
- INT written for any work completed as part of an intervention.

Foundation

- The following lesson targeted children and misconceptions are picked up in the sticky knowledge section of the lesson.

Presentation

The use of rubbers should be avoided and used only by pupils in KS2 when absolutely necessary and never once a piece of work has been marked. Pupils should be encouraged to cross out any mistakes neatly with a single line. Pencil should be used generally in maths books, and all diagrams, drawings and lines should be completed in pencil.

Appendix 1 - Guidance for feedback in writing

Most writing lessons will be followed up with an editing lesson where the children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify strengths and address their own weaknesses.

Teachers will have looked at pupils' work soon after the lesson and used the feedback sheet to focus on specific elements of the writing.

The editing lesson will be divided into two sections:

- **Proofreading**- changing punctuation, spelling, handwriting and grammar mistakes.
- **Editing**- improving their work to improve the composition

Proofreading (short, 10 minutes or so)

The teacher will share extracts from pupils work by displaying them on the IWB, at first showing good examples. For example, a teacher might showcase someone whose letter heights are correct, then ask pupils to look at their work and rewrite one sentence focusing on letter heights. This can then be repeated for any punctuation, spellings or grammar picked up during looking at the children's writing. For example, the teacher may point out some spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have time to check for the same errors in their own work. Children sit in mixed ability pairs and support each other in the correction of mistakes.

Editing (bulk of lesson)

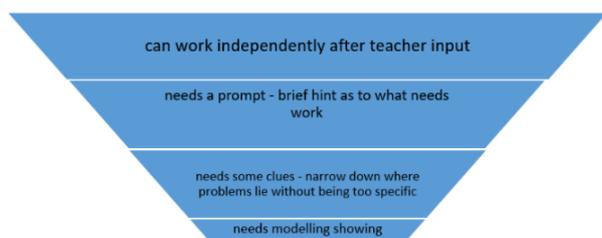
The teacher might show a different couple of pieces of work where the children have described a character very well, pointing out what it is that has made the description effective. The teacher might then show an example which might be from an anonymous piece or fictional piece. The children would then suggest together how this might be improved. Then in pairs they read together each other's work, and suggest improvements, alterations and refinements which the **author** of the piece adds- in green pencil/pen to help the teacher to see what changes the child has made. This can then be repeated for any element of composition picked up from looking at the children's work.

Intervening when children find editing hard

A few children will need more support than this to be successful at improving their own work. This is where the teacher will use the 'marking triangle' to identify the level of support the child needs to be successful at improving their own work.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to some direct work modelling how to overcome this. For example, to clear up the misuse of capital letters, the teacher might set up a group which work on a fictional piece spotting where capital letters belong and do not belong rather than editing their own work.

The strategical minimal marking triangle



What should this look like in books?

Green pencil/pen to show where children have proofread and edited their work.

An indication that whole class feedback has taken place either written by the teacher or the child. For example, **Verbal Feedback given on 17.7.19** or **VF on**



Whole Class Feedback Sheet for writing

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	



Whole Class Feedback Sheet for Science

Objective:

Date:

Misconceptions	Need Further Support	Key Vocab/Knowledge to recap before next lesson	Assessment (Assume everyone else is expected)
			<u>Working towards</u>
			<u>Greater Depth</u>



Whole Class Feedback Sheet for Science

Objective:

Date:

Misconceptions	Need Further Support	Key Vocab/Knowledge to recap before next lesson	Assessment (Assume everyone else is expected)
			<u>Working towards</u>
			<u>Greater Depth</u>



Whole Class Feedback Sheet for foundation

Subject:

Objective:

Date:

Misconceptions	Need Further Support	Key Vocab/Knowledge to recap before next lesson	Assessment (Assume everyone else is expected)
			<u>Working towards</u>
			<u>Greater Depth</u>



Whole Class Feedback Sheet for foundation

Subject:

Objective:

Date:

Misconceptions	Need Further Support	Key Vocab/Knowledge to recap before next lesson	Assessment (Assume everyone else is expected)
			<u>Working towards</u>
			<u>Greater Depth</u>



Whole Class Feedback Sheet for maths

Subject:

Objective:

Date:

Misconceptions	Need Further Support	Key Vocab/Knowledge to recap before next lesson	Assessment (Assume everyone else is expected)
			<u>Working towards</u>
			<u>Greater Depth</u>



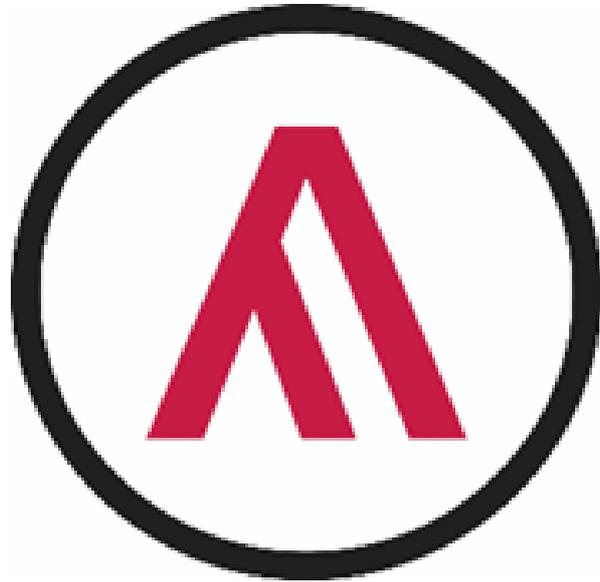
Whole Class Feedback Sheet for maths

Misconceptions	Need Further Support	Key Vocab/Knowledge to recap before next lesson	Assessment (Assume everyone else is expected)
			<u>Working towards</u>
			<u>Greater Depth</u>

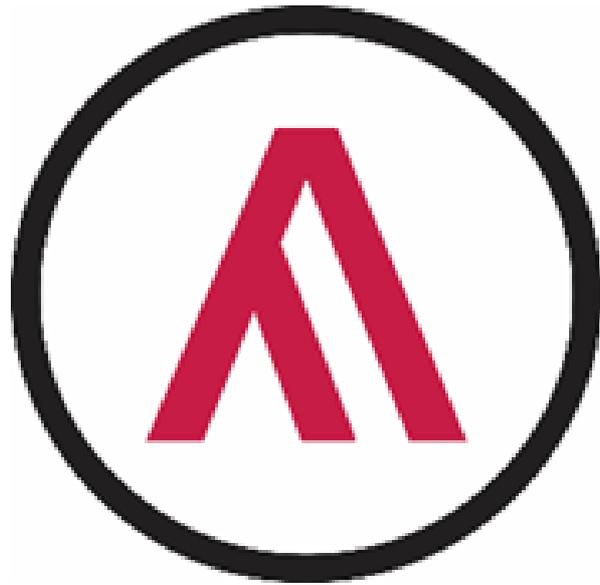
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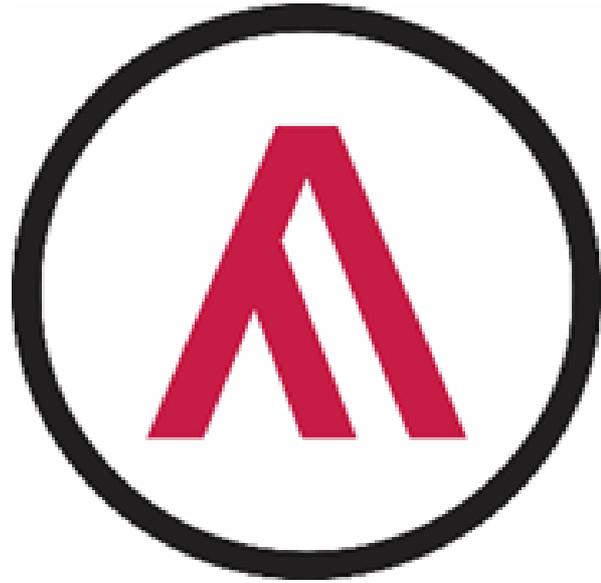
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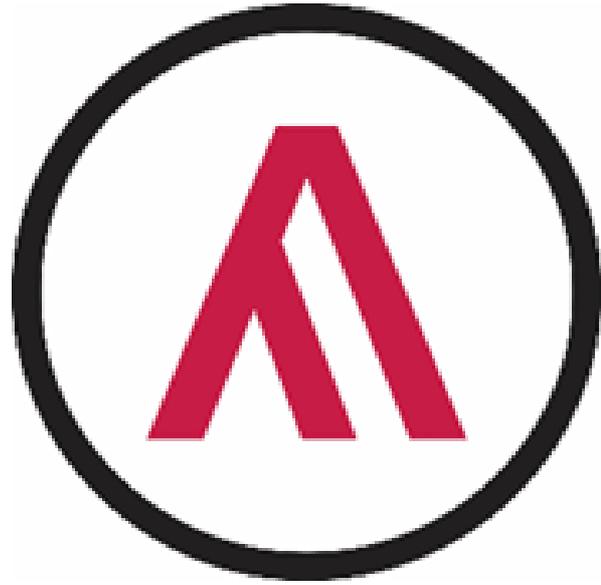
Writing Feedback



Science Feedback



Foundation Feedback



Maths Feedback